

Catch-Up Premium Plan

Braeburn Primary and Nursery Academy



Summary information					
School	Braeburn Primary and Nursery Academy				
Academic Year	2020-21	Total Catch-Up Premium	£29,600	Number of pupils	396

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <u>curriculum expectations for the next academic year</u>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <u>coronavirus (COVID-19) support guide for schools</u> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes

	<input type="checkbox"/> Extended school time Wider strategies <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support
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Identified impact of lockdown	
Maths	<p>Specific taught content has been missed, especially units of work/coverage from the summer term, leading to gaps in learning and stalled sequencing of journeys. Children who were in receipt of timetabled, additional intervention for already identified gaps were unable to receive that level of bespoke support. Children have accessed home learning for maths at different levels. Recall of basic skills has suffered – children are not able to recall additional facts, times tables and have forgotten once taught calculation strategies. The recent data drop in school has further highlighted the need to develop children’s basic skills. In Year 6, 65% of children scored lower than 10 on an arithmetic test at baseline.</p> <p>There has been a significant ‘lag’ in the progress of Maths across KS2. In Year 4, one class was 66% expected + in March 2020, on return in October they were 26%. In Year 5, one class was 50% expected + in March 2020, on return in October they were 13%. Teacher assessment in KS1 has also shown a similar drop in overall attainment.</p>
Writing	<p>Children engaged with some writing during lockdown but mostly on electronic devices so there was a negative impact on children’s handwriting, presentation of work and writing fluency. Key knowledge in grammar and punctuation was missed which has had an impact on children’s content and organisation of written work. Children are less motivated to write creatively due to a lack of external stimuli/life experiences and the monotony of events at home. Spelling games/apps were available for children to practice spelling rules, however not all children accessed these or missed key teaching opportunities to learn and identify spelling rules and patterns.</p>
Reading	<p>Most children accessed reading in some form at home, due to work set during lockdown. However, on returning to school, children are less fluent in their reading and have less stamina. Children missed whole class reading sessions (Reading 4 Real) and missed teacher’s modelling of fluency and intonation. Children also missed opportunities to share comprehension and understanding of texts.</p>
Phonics	<p>Lockdown had a profound impact on children in the Early Years Foundation Stage and Key Stage 1, especially regarding phonics and reading. Home learning ensured that children had access to appropriate resources and parents did their best to support them. However, despite everyone’s efforts, many children had six months without regular access to a structured progression of reading books or discrete phonics teaching, for example the opportunity to confidently practice vowel and consonant digraphs and trigraphs. This means that some children starting in Year 1 are re-learning the early digraphs and many in Year 2 are back at the beginning of learning different ways of representing the same sound. Segmenting and blending skills have also been lost and this has affected stamina in reading. Additionally, pupils currently in Year 3 did not have the opportunity to complete Phase 6 of Letters and Sounds, this would usually involve teaching skills which are an important foundation to the KS2 spelling programme. Those who were due to re-sit the PSC as Year 2s in June missed important phonics intervention sessions - they have also experienced a loss of phonics skills, especially in blending and segmenting with Phase 5 digraphs.</p>
Non-core	<p>In non-core subjects, curriculum enrichment activities have been a key driver for the school to make learning meaningful and memorable. Children have missed out on these curriculum experiences in the form of trips, visitors and powerful curriculum moments.</p> <p>There are now gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Reading, in the form of</p>

	class novels, is very often linked to non-core themes and as a result, children have missed the opportunity to be exposed to high quality texts to support wider curriculum understanding.
Behaviour & well-being	We have a high proportion of children with significant SEMH needs. These have been exasperated during this year, due to the impact of lockdown on the children and their wider families and friendships. School based provision for many children wasn't as impactful during the lockdown period, with significant numbers of children not accessing school, meaning wave 1 support usually provided by the school wasn't as impactful. Children missed opportunities to collaborate and develop positive relationships due to the isolation periods.
Attendance	Many children lost the routine and structure of coming to school. A substantial amount of time had been spent pre-lockdown on reducing persistent absenteeism and raising the profile of the importance of attendance with both parents and pupils. The optional nature of school attendance through lockdown and wider opening has created some mixed messaging and relaxation of parental attitudes towards the importance of school attendance since September. Parents have appeared to be more willing to permit absences and are tending to take a more precautionary 'keeping them off just in case' approach due to covid fears, which is resulting in some children having lower attendance this year than their historic attendance patterns demonstrate is the norm for them.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Children receive a high quality PSHE/SRE curriculum in line with new legislation which is targeted towards recovery from impact of school closures/lockdown</p> <p>Curriculum teams will work specifically on the knowledge, skills and curriculum progression within all areas. Consideration to be given adaptations in light of impact of lockdown</p> <p>Rejuvenate the reading resources in each phase ensuring age specific books are available for children with a particular focus on decodable reading books. Re-engage the children with quality texts.</p> <p>Children across school are confident and fluent in their handwriting with age appropriate joins taught effectively and consistently used.</p> <p>Access to Early Excellence training webinars training for HT, EYFS and Year 1 and support staff. 5 days for the year.</p>	<p><i>Purchase Jigsaw (whole school PSHE curriculum) to be delivered across school. Training for all staff in the use of to be delivered on training day.</i></p> <p>(£1300)</p> <p><i>Additional time for subject leaders to attend meetings alongside curriculum leaders (RCr). 1 day for each Subject leader of curriculum teams to look overview and look at impact.</i></p> <p>(£1500)</p> <p><i>Audit current provision and identify gaps in resources. Books purchased to ensure provision</i></p> <p>(£3000)</p> <p><i>Purchase of, and training in, new handwriting resource 'Letter Join' to be used in all phases across school through timetabled, discrete handwriting lessons.</i></p> <p>(£600)</p> <p><i>Year 1 and Reception teachers to be released to participate in the programme giving valuable CPD. Including release time</i></p> <p>(£1000)</p>		<p>TC</p> <p>RCr</p> <p>LP</p> <p>LP</p> <p>MC</p>	<p>April 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Initial October baseline.</p> <p>Teachers and TAs have a very clear understanding of what gaps in learning remain and use this to inform planning and targeted interventions</p> <p>Greater degree in confidence and accuracy of assessments. This is also to include the initial baseline of the children in early October. (Baseline)</p>	<p><i>Purchase and implement the Rising Stars NTS Assessments suite. Complete termly tests and record assessments on MARK to identify gaps</i></p> <p><i>Pupil Progress meetings with SLT and teaching Team – teacher and TA. TA additional hours to attend these meetings in Jan and April</i></p> <p>(£1500)</p>		<p>RC/TC</p>	<p>April 21</p>

https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_RecommendationsSummary.pdf

<u>Transition support</u>	Children and families who are joining school from different settings or who are beginning their schooling with Braeburn Primary have an opportunity to become familiar and confident with the setting before they arrive.	<i>A video to be created to be shared with the parents of reception class or any new child joining school in-year who may not be able to visit due to lockdown rules, (£400)</i>	TJ	Ongoing
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Supporting_parents_and_carers_at_home_-_What_schools_can_do_to_help.pdf				
Total budgeted cost				£ 9300

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>	From phonic screening baseline in Year 1, children's gaps are identified. Experienced qualified teachers employed to work to provide intervention in small groups under the direction of class teachers.	<i>Individual/Small group Tuition. Directed by teacher and gaps identified from baseline tests. Interventions measured in and out to look at impact. (£7500)</i>	LP	April 21
https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf				
<u>Intervention programme</u>	Dynamo Maths intervention – electronic resource based intervention for Teaching assistants to deliver in school. Children assessed on entry, mid and on exit	<i>Dynamo Maths intervention is purchased. Staff within the Inclusion team and phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Resources to be purchased – licence, materials</i>	TC/HD	April 21

	(£1275)			
<u>Additional wellbeing support</u> Provide specific and targeted well-being support to those children impacted most significantly	Complete Boxall profiling of all classes and deliver a range of specific well-being interventions. Time for each class teacher (1 day each) to analyse responses and plan support. Additional hours for WEB team (BI) to give greater capacity to support. (£7,265)		TC	April 21
<u>Support with attendance</u> Impact positively on attendance levels of children returning to school after a period of school closure with a specific focus on those who have been persistent absentees.	WEB administrator to work additional hours to proactively meet with and support families. Available via specific phone number for parents to contact regarding attendance worries/concerns linked to Covid. (£1650)		LE	Ongoing
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Remote learning evidence review/Remote Learning Rapid Evidence Assessment.pdf https://educationendowmentfoundation.org.uk/public/files/Early Years and Key Stage 1 Mathematics Evidence Review.pdf				
<u>Extended school time</u> Identified children are able to access additional boosters, with a specific focus on those most impacted by the period of lockdown (SEND).	<i>Focussed initially on SEND intervention. TA additional hours claimed from October to Jun, Further hours to be supported if necessary.</i> (£580)		TC	Ongoing
Total budgeted cost				£18,270

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children have greater opportunities to access Reading and phonics learning resources at home. These activities	<i>Additional 'Bug Club' package to be purchased on top of existing online learning packages</i>			April 21

will be independent so that the children can access them. Teachers will be able to check progress of children and levels of engagement.	(£1400)		LP	
https://educationendowmentfoundation.org.uk/public/files/Publications/Rapid_Evidence_Assessment_Summary_RPD.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf				
<u>Access to technology</u> Additional Chromebooks needed to allow children to access home learning more easily during periods of bubble closure/wider school closures	30 x Chromebooks and associated setup costs (licenses etc) (£9595)		RCr/KJ	April 21
https://educationendowmentfoundation.org.uk/public/files/Publications/Rapid_Evidence_Assessment_Summary_RPD.pdf				
Total budgeted cost				10,995
			Cost paid through Covid Catch-Up	£29,600
			Cost paid through charitable donations	£3000
			Cost paid through school budget	£5,965
			TOTAL	£38,565